



*During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.*

#### Standard 1

## READING: Word Recognition, Fluency, and Vocabulary Development

*Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.*

### Vocabulary and Concept Development

12.1.1 Understand unfamiliar words that refer to characters or themes in literature or history.

**Example:** Understand the meaning of words like *Dickensian* (like characters and behaviors created by Charles Dickens), *quisling* (a traitor to his country like Vidkun Quisling who helped the Nazis conquer Norway), or *Draconian* (like severe laws made by Athenian lawmaker Draco).

12.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.

12.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

**Example:** Consider what is meant by literary comparisons and analogies, such as Shakespeare's phrases: *a sea change* or *A rose by any other name would still smell as sweet*.



# READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** ([www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

## Structural Features of Informational and Technical Materials

- 12.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

**Example:** Evaluate a famous political speech, such as Abraham Lincoln’s “Gettysburg Address” or John F. Kennedy’s 1960 inaugural address, and describe the rhetorical devices used to capture the audience’s attention and convey a unified message.

## Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

**Example:** Analyze speeches of Winston Churchill to examine the way his language influences the impact of his message.

- 12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others.

**Example:** Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety.

- 12.2.4 Make reasonable assertions about an author’s arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.

**Example:** Read General Dwight Eisenhower’s June 1944 “D-Day Pre-Invasion Address to the Soldiers” and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II).

- 12.2.5 Analyze an author’s implicit and explicit assumptions and beliefs about a subject.

**Example:** After reading excerpts from British physicist Stephen W. Hawking’s *Black Holes and Baby Universes and Other Essays*, evaluate how the author conveys explicit information to the reader. Analyze the author’s unstated philosophical assumptions about the subject.

## Expository (Informational) Critique

- 12.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

**Example:** Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as a citizen’s right to privacy or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.



### Standard 3

## READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** ([www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

### Structural Features of Literature

- 12.3.1 Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

- Satire: using humor to point out weaknesses of people and society
- Parody: using humor to imitate or mock a person or situation
- Allegory: using symbolic figures and actions to express general truths about human experiences
- Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way

Example: Read and evaluate the allegorical aspects of the novel *Animal Farm* by George Orwell.

### Analysis of Grade-Level-Appropriate Literary Text

- 12.3.2 Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Example: Evaluate the theme of a work, such as *The Return of the Native* by Thomas Hardy. Locate the words or passages that support this understanding.

- 12.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

Example: Evaluate the use of irony and tone that Jane Austen uses in novels such as *Pride and Prejudice* or *Sense and Sensibility*.

- 12.3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Example: Explore the relationship between the figurative and the literal in texts such as "The Nun's Priest's Tale" and "The Pardoner's Tale" by Geoffrey Chaucer and "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge.

- 12.3.5 Analyze and evaluate works of literary or cultural significance in American, English, or world history that:

- reflect a variety of genres in the major periods in literature.
- were written by important authors in each historical period.
- reveal contrasts in major themes, styles, and trends in these historical periods.
- reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

Example: Read and evaluate works from different periods of British literature, such as *Beowulf* (Anglo-Saxon), *The Prologue: The Canterbury Tales* by Geoffrey Chaucer (Medieval), Shakespeare's *Sonnets* (Renaissance), *Paradise Lost* by John Milton (Seventeenth Century), *A Journal of the Plague Year* by Daniel Defoe and "The Tiger" by William Blake (Restoration and the Eighteenth Century), *Frankenstein* by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning (Victorian Age), and *Across the Bridge* by Graham Greene (Twentieth Century).



- 12.3.6 Evaluate the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.

**Example:** Explain how the archetype of “the fall,” or the banishment of Adam and Eve from the Garden of Eden, may be used to interpret Shakespeare’s *The Tragedy of Macbeth*.

- 12.3.7 Analyze recognized works of world literature from a variety of authors that:
- contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.
  - relate literary works and authors to the major themes and issues of their literary period.
  - evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

**Example:** Read and evaluate works of world literature, such as *The Inferno of Dante* by Dante Alighieri (translated by Robert Pinsky), *Candide* by Voltaire, *I Have Visited Again* by Alexander Pushkin, *Question and Answer Among the Mountains* by Li Po, *Anna Karenina* or *War and Peace* by Leo Tolstoy, *Night* by Elie Wiesel, and *The Ring* by Isak Dinesen.

- 12.3.10 Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus, Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others.

## Literary Criticism

- 12.3.8 Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

**Example:** Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.

- 12.3.9 Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters.

**Example:** Read Samuel Becket’s *Waiting for Godot* or Shakespeare’s *Hamlet* and evaluate the philosophical approach presented in each, and what each author seems to be saying about the human condition.



## Standard 4

# WRITING: Processes and Features

*Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).*

## Organization and Focus

- 12.4.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
- 12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 12.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.
- 12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 12.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- 12.4.6 Use language in creative and vivid ways to establish a specific tone.

## Research Process and Technology

- 12.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
- 12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.
- 12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.
- 12.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.

## Evaluation and Revision

- 12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
- 12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.
- 12.4.12 Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.



# WRITING: Applications

## (Different Types of Writing and Their Characteristics)

At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and résumés; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

- 12.5.1 Write fictional, autobiographical, or biographical narratives that:
- narrate a sequence of events and communicate their significance to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings.
  - pace the presentation of actions to accommodate changes in time and mood.
- Example: After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.
- 12.5.2 Write responses to literature that:
- demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - support statements with evidence from the text.
  - demonstrate an understanding of the author's style and an appreciation of the effects created.
  - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- Example: Analyze the events, point of view, and characterization in Virginia Woolf's novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.
- 12.5.9 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:
- develops a thesis.
  - creates an organizing structure appropriate to purpose, audience, and context.
  - includes accurate information from primary and secondary sources and excludes extraneous information.
  - makes valid inferences.
  - supports judgments with relevant and substantial evidence and well-chosen details.
  - uses technical terms and notations correctly.
  - provides a coherent conclusion.
- 12.5.3 Write reflective compositions that:
- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - maintain a balance in describing individual events and relating those incidents to more general and abstract ideas.
- Example: Write a reflective essay for fellow students on the significance of family in one's life or on growing up at the turn of the twenty-first century. Make personal observations, but connect them to a larger theme of interest to your audience.



12.5.4 Write historical investigation reports that:

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.

**Example:** Write a historical investigation report on the death of Diana, Princess of Wales. Include perspectives from newspapers or accounts of witnesses. Place the event into the larger societal context of the time, and indicate how or if the event has impacted the British and people from around the world.

12.5.5 Write job applications and résumés that:

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.

**Example:** Respond to a classified advertisement for a position in a field of interest or complete an application for college. Include a résumé and a detailed cover letter, outlining your skills and their match to the requirements of the position or the school.

12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.

**Example:** Avoid colloquialism in most formal writing because it borders on informality and may not be understood by all. Write: *Residents were extremely upset when they saw their tornado-damaged neighborhood.* Avoid writing the informal: *Residents were pretty much beside themselves when they saw their tornado-damaged neighborhood.*

12.5.7 Use precise technical or scientific language when appropriate for topic and audience.

**Example:** Use the vocabulary of a particular trade, profession, or group only when writing for that specific audience. An attorney would write: *Wherefore, said Executrix prays that the Court enter an order authorizing the sale of said personal property pursuant to the provisions of I.C. 29-1-15-8.* The same sentence without legal language would say: *As the person appointed to handle the estate of someone who has died, I am asking the court for permission to sell some property that person owned.*

12.5.8 Deliver multimedia presentations that:

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

**Example:** Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.



## Research Application

- 12.5.10 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
  - synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
  - demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
  - demonstrates that sources have been evaluated for accuracy, bias, and credibility.
  - incorporates numeric data, charts, tables, and graphs.
  - organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

### Standard 6

## WRITING: English Language Conventions

*Students write using Standard English conventions.*

- 12.6.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.
- 12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 12.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.
- 12.6.4 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

### Standard 7

## LISTENING AND SPEAKING: Skills, Strategies, and Applications

*Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.*



## Comprehension

- 12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

## Organization and Delivery of Oral Communication

- 12.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- 12.7.3 Distinguish between and use various forms of logical arguments, including:
- inductive arguments (*All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.*) and deductive arguments (*If all men are mortal and he is a man, then he is mortal.*).
  - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)
- 12.7.4 Use logical (*ad hominem*: arguing from a personal perspective; *ad populum*: appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.
- 12.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 12.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

## Analysis and Evaluation of Oral and Media Communications

- 12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).
- 12.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- 12.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- 12.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 12.7.13 Identify rhetorical and logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).



- 12.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 12.7.15 Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character (using, for example, the Duke of Windsor's abdication speech).

## Speaking Applications

- 12.7.16 Deliver reflective presentations that:
- explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.
  - maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 12.7.17 Deliver oral reports on historical investigations that:
- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
  - analyze several historical records of a single event, examining each perspective on the event.
  - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
  - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.
- 12.7.18 Deliver oral responses to literature that:
- demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
  - present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
  - support important ideas and viewpoints through specific references to the text and to other works.
  - demonstrate an awareness of the author's style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 12.7.19 Deliver multimedia presentations that:
- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - select an appropriate medium for each element of the presentation.
  - use the selected media skillfully, editing appropriately, and monitoring for quality.
  - test the audience's response and revise the presentation accordingly.
- 12.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not To Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*).